

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 MAY 20 PM 2:15 Document Control Center </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Dallas Independent School District	Vendor ID #	Mailing address line 1 3700 Ross Avenue	
Mailing address line 2 Box 375	City Dallas	State TX	ZIP Code 75204-
County- District #	ESC Region #	US Congressional District #	DUNS #
057905 142 J N Ervin EL School	10	30	075096347

Primary Contact

First name Charles	M.I. H	Last name Chernosky	Title Exec. Dir. Federal and State Accountability
Telephone # 972-925-6445	Email address cchernosky@dallasisd.org		FAX # 972-749-3589

Secondary Contact

First name Tamika	M.I.	Last name Barnett	Title Principal
Telephone # 972-749-3700	Email address tabarnett@dallasisd.org		FAX # 972-743-3701

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name F Mike	M.I.	Last name Miles	Title Superintendent of Schools
Telephone # 972-925-6445 (Charles Chernosky)	Email address MILESFM@dallasisd.org		FAX # 972-925-3442 (Grants)
Signature (blue ink preferred)			Date signed

5/19/2014

Only the legally responsible party may sign this application.

701-14-109-060

Schedule #1—General Information

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4--Request for Amendment

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The mission of the Dallas Independent School District is to educate all students for success. The academic effectiveness of all Dallas ISD campuses is rated on the metrics of Student Achievement, Quality of Instruction and Climate and Culture. The Transformation model for campus turnaround has been selected because it aligns with the district and campus goals to invest in people, focus on the classroom, engage the community and strengthen our systems. James Nelson Ervin Elementary school is located in the Oak Cliff area of Dallas, Texas. The student body of 641 students is inclusive of 88.5% African American, 10% Hispanic and 0.6% White. A large percentage of the student body (97.3%) is economically disadvantaged and 7.5% are Limited English Proficient and are English Language Learners. STAAR results for 2013 were below State averages in all areas with particular concern in the areas of Reading, Math and Science. Federal System Safeguard 2013 results were also below the initial target of 50% in Reading and Math in the student groups of African American, Economically Disadvantaged and All Students. Student mobility is 38%, and the attendance rate averages 93.9%. The dropout rate for students in this high school feeder pattern is 3.8%.

The Campus Leadership Team (CLT) led by the District Coordinator of School Improvement (DCSI) initiated the comprehensive Needs Assessment that included faculty, parents and community members. Participants in the needs assessment process identified and disaggregated targeted areas and strategies that were Strengths, Needs and Priorities. This assessment by stakeholders was essential in determining outcomes that will maximize the overall long term effectiveness of the campus academic programs, budget, systems and processes. As required by the grant, J.N. Ervin Elementary School will implement all program and federal statutory requirements as outlined for the Transformation Model. Specific campus objectives were developed to address gaps, barriers and project responses, aligned to the critical success factors and required and permitted activities of the transformation model. Critical Success Factors addressed include:

Improve Academic Performance

- Increase rigor by offering an instructional program such as C-scope that is vertically aligned to the State standards.
- Utilize Avid programmatic strategies to promote college readiness goals included in index framework.
- Facilitate job embedded professional development in content and pedagogy that is directly tied to the core principles of the program model.
- Develop and implement a summer transition program as an additional academic support measure for targeted students.
- Employ staff to support differentiated instruction such as guided reading, writing conferencing, and small-group instruction.
- Provide/Integrate technology such as 1:1 devices and digital classrooms for greater participatory, student-centered learning with support from instructional technology.

Increase Teacher Quality and Effectiveness

- Implement a teacher evaluation system that differentiates effective from ineffective teachers and includes student achievement growth as a major factor in teacher evaluation along with a professional compensation system based on multiple measures of teacher effectiveness.
- Facilitate job-embedded, differentiated professional development through direct support from content experts, demonstration lessons, team teaching and observation with timely feedback.
- Incorporate video to reflect on classroom instruction, capture exemplary practices and to support the feedback conversations for improved teaching and learning.
- Implement an incentive plan aimed at recruiting and retaining high quality teachers and staff members to the campus.

Improve School Climate:

- Develop and enhance staff and parent skills based on indicators from three major domains (emotional, organizational and instructional) to support the goal of achieving an environment conducive to learning.
- Utilize a positive behavior support model (PBIS/Safe and Civil Schools) to improve the perception of increased

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Increase Leadership Effectiveness

- Implement a rigorous evaluation system for principals based on student achievement, school effectiveness indices and school climate.
- Develop and train a core of teacher leaders that will assist the principal in developing pervasive influence throughout the campus.

Increase the Use of Quality Data to Drive Instruction

- Use data to continuously identify and implement instructional programs and strategies that are research-based and aligned with state academic standards.
- Employ staff dedicated to support data analysis through strategies that maximize adult actions so as to achieve positive results for students.

Increased Parent/Community Involvement

- Increase communication with parents through the use of the School Messenger calling system, calendars and newsletters.
- Utilize the Community Liaison to develop partnerships between the school and community as a support measure for academic success.
- Employ a full time attendance clerk to track student attendance and provide access to interventions for students identified for targeted support.
- Invite faith-based organizations to serve as volunteers and mentors.

Increase Learning Time

- Establish schedules and strategies that provide increased learning time that include school tutorials and academic support classes.
- Implement a transition summer camp for rising 1st, 2nd and 3rd graders to provide early exposure to content so as to ensure that all students are reading on grade level by the end of 3rd grade.
- Provide students access to trained college tutors during AVID after school program and replicate AVID strategies school wide.

Because the vision, mission and destination outlined by the district and campus align with the critical success factors detailed in the federal statutory requirements, there will be seamless and intentional support of the grant program. After the grant funds have expired, the teachers and administrative staff at the school will use their internal capacity to maintain effective instruction, student achievement and climate and culture which are key areas of focus for all instructional leaders in our district. Resources and staffing will continue to be allocated to support the central components of the grant through general operating funds or district allocations. As the grant program is implemented with fidelity, the core beliefs of our district and school will become pervasive in our behaviors, decision-making and communication which will facilitate full sustainability.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 057905142				Amendment # (for amendments only):		
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.				Fund code: 276		
Budget Summary						
Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$4,366,598	\$	\$4,366,598	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$187,250	\$90,000	\$277,250	\$
Schedule #9	Supplies and Materials (6300)	6300	\$470,200	\$	\$470,200	\$
Schedule #10	Other Operating Costs (6400)	6400	\$410,000	\$	\$410,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$353,322	\$	\$353,322	\$
Total direct costs:			\$5,787,370	\$90,000	\$5,877,370	\$
Percentage% indirect costs (see note):			N/A	\$97,419	\$97,419	\$
Grand total of budgeted costs (add all entries in each column):			\$5,787,370	\$187,419	*\$5,974,789	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$5,974,789	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$298,739	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,992,829	\$1,991,152	\$1,990,808	*\$5,974,789

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057905142		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	4		\$608,196	\$
2	Educational aide	5		\$384,030	\$
3	Tutors	2		\$60,000	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	1		\$204,687	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$194,889	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator	1		\$111,723	\$
15	Attendance Clerk	1		\$70,149	
16	Technologist	1		84,018	
Other Employee Positions					
21	Demo Teachers	2		\$339,900	\$
22	Lead Teachers	2		\$304,098	\$
23	Assistant Principal	1		\$223,521	\$
24	Data Coordinator	1		\$204,687	\$
24	Subtotal employee costs:			\$2,789,898	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
	6116 Stipends for Professional and Support			\$595,050	
26	6119 Professional staff extra-duty pay			\$35,400	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$946,250	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$1,576,700	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$4,366,598	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Partners with parents	<input type="checkbox"/>	\$5,000	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$5,000

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Tutoring Services		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: To provide one-on-one tutoring to students from kindergarten to fifth grade who have fallen behind 6 months to 2.5 years in reading. A structured curriculum will be used to provide one-on-one tutoring at least twice a week in 45-minute sessions.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 10	\$90,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$6000	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$96,000	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057905142		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: PBIS: Positive Behavior Interventions & Supports		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Teach behavioral expectations in the same manner as any core content subject. The school will focus on 3-5 behavioral expectations that suits the needs of the campus			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
2	Contractor's payroll costs: # of positions: 10	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$12,000	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$42,000	\$
Specify topic/purpose/service: Technical Assistance		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Professional Service Providers (PSPs) provide technical assistance to campuses with required interventions in the Texas Accountability Intervention System			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
3	Contractor's payroll costs: # of positions: 1	\$29,250	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service: Internal Services		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Research and Evaluation (District) to evaluate program, services, and activities of the TTIPS Grant			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
4	Contractor's payroll costs: # of positions: 1	\$90,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$90,000	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
5	Contractor's payroll costs: # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 057905142		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$257,250	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$257,250	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$5,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$15,000	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$277,250	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 057905142					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	1:1 Device Tablets	To access on-line curriculum and create products to demonstrate student learning	540	\$630	\$340,200	\$
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$30,000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$370,200	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$100,000	\$
3-Year Grand total:						\$470,200	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057905142		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$200,000	\$
	Specify purpose: Professional Development for administration, teacher, and/or support staff on areas that include leadership, subject-specific pedagogy, data-driven instruction, and culture and climate.		
	Turnaround Schools Conference		
	Professional Learning Communities - Dufour		
	Data-Driven Instruction - Marzano		
	Lead Forward		
	Thinking Maps		
	Kagan Cooperative Learning		
	New Revised Math TEKS		
	Writing Across Curriculum		
	Data Analysis and Personal Financial Literacy		
	Guided Reading		
	Leveled Literacy		
	Questioning Techniques to Improve Comprehension		
	Using Mentor Texts		
	Teaching Science in Grades K-2		
	Teaching Science through Literature		
	Cloze Reading		
	Building Academic Vocabulary and Reading Strategies in Social Studies		
Targeting Literacy in Social Studies			
Classroom Management			
Student Engagement			
Positive Behavioral Interventions and Supports			
Cultural Proficiency			
Gretchen Barnable			
Margaret Kilgo			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$10,000	\$
	Specify purpose: Professional Development for Executive Director on areas that supports principal and campus staff such as leadership, subject-specific pedagogy, data-driven instruction, and culture and climate		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$

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	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$210,000	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$200,000	\$
3-Year Grand total:		\$410,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 057905142			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Projector System- to increase student engagement through the use of technology as a tool to enhance learning	27	\$13,086	\$353,322	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$353,322	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			641	
Category	Number	Percentage	Category	Percentage
African American	567	88.5%	Attendance rate	93.9%
Hispanic	68	10.6%	Annual dropout rate (Gr 9-12)	DNA%
White	4	0.6%	Annual graduation rate (Gr 9-12)	DNA%
Multiple	2	0.3%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	43%
Economically disadvantaged	624	97.3%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	56%
Limited English proficient (LEP)	48	7.5%	Students taking the ACT and/or SAT	DNA%
Disciplinary placements	142	22%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	28	75.7%	No degree	0	0%
Hispanic	5	13.5%	Bachelor's degree	20	63%
White	1	2.7%	Master's degree	11	34%
Multiple	3	8.1%	Doctorate	1	3%
1-5 years exp.	7	18.9%	Avg. salary, 1-5 years exp.	46002-47839	N/A
6-10 years exp.	9	24.3%	Avg. salary, 6-10 years exp.	47839-51307	N/A
11-20 years exp.	10	27%	Avg. salary, 11-20 years exp.	52174-57316	N/A
Over 20 years exp.	11	29.7%	Avg. salary, over 20 years exp.	57316-65541	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	44	102	118	101	89	94	93								641
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	44	102	118	101	89	94	93								641

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	4.5	4.5	6	5	5	4								32
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3	4.5	4.5	6	5	5	4								32

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD has identified three metrics upon which to measure the effectiveness of schools: 1) Student Achievement, 2) Quality of Instruction and 3) Climate and Culture (including parent and community engagement). In order to identify the priority needs and direction for the school, the comprehensive needs assessment focused on these 3 areas.

The process for developing a comprehensive needs assessment is described as follows:

State the goal and final expected outcome for each of the three areas. The Dallas ISD School Leadership Division provides performance rubrics that describe in detail what exemplary practice looks and sounds like in the areas of Quality of Instruction and Climate/Culture. Student Achievement expectations are outlined by the Texas Education Agency as well as the System Safeguards set forth by the U.S. Department of Education.

Establish a Campus Instructional Leadership Team (CILT). Representatives from each grade level were identified to serve on the CILT. The CILT was then divided into sub-committees to review each rubric and determine the campus' progress towards those expectations and goals. The campus leader then facilitated conversations regarding data analysis and the root causes for the ensuing issues.

Determine the various data sources necessary to determine root causes. Each year, the Dallas ISD Research and Evaluation Department prepares a campus data package for each campus which presents student achievement data on State and norm-referenced assessments. They also provide data from the campus climate survey which is administered twice per school year and completed by teachers and support staff. This department also provides parent survey results at the end of each school year. In addition to this, campus administrators submit scores from each teacher's spot observation into a tracker data base which is maintained by School Leadership. Each teacher receives 6 spot observations per semester. These data sets provided a bird's eye view of where the campus stands in the three areas. For a root cause analysis, more data was collected including attendance data, discipline data, evidence of parental involvement including parent portal registration, trend data on standardized tests for the past 3 years, item analysis data for State assessments and district benchmarks as well as individual teacher data disaggregated by student demographic groups.

Determine areas of priority and summarize needs. The CILT completed a needs assessment survey provided by School Leadership which asked teachers to rank the school's progress on the 4 core instructional areas of focus which include 1) lesson objectives 2) demonstration of learning 3) purposeful instruction and 4) student engagement. The needs assessment survey also assessed progress towards specific content initiatives such as balanced literacy. The CILT determined the 3-5 leverage points on which the campus should focus based on the data conversation. The cycle of the data conversation reviewed the state of the school, the perceived state of the school, the discrepancies and the goal. The decision regarding these leverage points were determined based on leadership moves that will impact the most students within the grant period. Other factors impacting the selected leverage points included the will and skill of the staff in the identified areas of need and the resources and expertise readily available to the campus.

Obtain broader feedback from the staff. Once the leverage points were identified by the CILT, each grade level CILT representative was charged with presenting a summary of the data to their teams. The 3-5 leverage points were also presented to each grade level for feedback. Guiding questions around the leverage points included: Are the identified leverage points the right areas of focus based on the data? What should be added or deleted? How do these leverage points support our core beliefs? What support will be needed to achieve the key actions that stem from the leverage points? What will administrators need to do to support the key actions? What will teachers need to do to support the key actions?

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Obtain feedback from parents and the community. The overall data and identified leverage points were presented to the Site-based Decision Making team as well as the PTA Board members. Guiding questions around the leverage points include: Are the identified leverage points the right areas of focus based on the data? What should be added or deleted? How do these leverage points support our core beliefs? What support will be needed from parents and the community to achieve the key actions that stem from the leverage points? What will parents need to do to support the key actions? What will the community need to do to support the key actions?

Compile all feedback and make revisions. Once feedback was obtained from teachers, parents and the community, revisions were made as needed. The final key actions will be published and communicated with all stakeholders.

Utilize key actions to determine measurable results that describe success. The administrative team then facilitated a conversation with the CILT to determine 3-5 Indicators of success for each of the Key Actions or leverage points. These indicators of success should align with the campus core beliefs and reflect progress towards the student achievement expectations set forth by the Texas Education Agency and the U. S. Department of Education. They should also align with the exemplary practices outlined in the rubrics provided by School Leadership describing the expectations for quality instruction and climate/culture.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student achievement data reveals that there is a need to strengthen students' academic performance across all content areas. STAAR results from spring 2013 were as follows: 56% passed reading, 52% passed writing, 43% passed math and 40% passed science.	The grant program will provide students with increased learning time through an extended year summer camp and extended day program, decreased class sizes through additional teaching allocations and more opportunities to engage in the learning through the use of technology.
2.	There is a need to improve the quality of teaching at the school based on the 12 spot observations conducted each year on every teacher. The spot observation tracker data indicates an average of 1.88 for lesson objectives, 1.55 for demonstration of learning, 1.67 for purposeful instruction and 1.62 for student engagement. To be considered proficient, each teacher should be scoring a 2 for each of the four core instructional areas.	The grant program will allow for more direct coaching and support of teachers through a rigorous evaluation system tied to student achievement, targeted, job-embedded professional development and additional instructional leadership expertise to ensure more focused support to all teachers.
3.	Spot observation data specifically in the area of purposeful instruction demonstrates that there is a need to strengthen teachers' ability to use data to inform instruction . The average teacher's score for purposeful instruction is 1.67.	With the implementation of the grant program, teachers will receive specific data support from a dedicated data coordinator, ongoing professional development to strengthen curriculum alignment and in-class support from teacher assistants to provide differentiated instruction in response to the data.
4.	Climate survey data reveals a need to improve climate and culture on the campus specifically in the area of student discipline and the staff's perception of the school. According to the Fall 2013 teacher climate survey results, only 41% believe that student discipline is enforced consistently and only 53% would recommend the school to others as a place of employment.	By implementing the grant program, students will receive specialized support from a licensed social worker; campus staff will be trained on a comprehensive PBIS/Safe and Civil Schools program and teachers will see opportunities to advance in their career through an articulated leadership structure on the campus.
5.	Student attendance data represents an urgent need to increase parental engagement in the school community and in the lives' of their children academically. According to the Fall 2013 snapshot, the school's average daily attendance is 93.85%.	With the grant program, a dedicated attendance clerk will be provided to track and respond to student attendance concerns; parents will be provided with regular training through community partnerships and the campus will increase its presence and service to the community by employing a full time community liaison.

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On this date:

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The district level coordinator will serve as a support and liaison to the campus in the school improvement process, and serve as a key member of the district leadership team responsible for overseeing district-level accountability and conducting performance-based monitoring interventions. This person will, have expertise in planning, implementing and managing improvement efforts at the campus and LEA level, successful leadership and management experience, and has a direct line of contact with the superintendent and other critical district personnel and supports all components of the Texas Accountability and Intervention System.
2.	CLT	The campus leadership team consists of key campus leaders responsible for the development, implementation and monitoring of student performance interventions and grant activities/mandates. The team will consist of the campus principal, assistant principal, as well as representatives from: Grade level content teams, Instructional coaches, Counselor, Bilingual and Special Education.
3.	Grant Project Coordinator	Strong organizational skills, Knowledge of the goals and purpose and ensuing outcome of the transformation model, Ability to develop and manage budgets and programs, Ability to work effectively with all subject-area departments, Leadership abilities in organization, management, communication and interpersonal relations, Knowledge of basic computer skills and software, Knowledge and application of effective ESL, Special Education, and general education instructional strategies, Experience in presenting information to staff, teachers, and students, Competence in working with linguistically and culturally diverse adult and students
4.	District Leadership Team	A broad based intervention team to monitor activities of the grant. DLT may include representatives from Division of Federal and State Accountability, School Leadership and Teaching and Learning. Representatives must act as a liaison to their respective departments within the context of the grant processes and mandates.
5.	PSP	Professional Service Providers (PSPs) are experienced educators (former principals, superintendents and district administrators) who provide technical assistance to campuses and districts with required interventions in the Texas Accountability Intervention System. The PSP provides assistance and oversight in building the capacity of campus/district leaders, teachers and staff to understand the Systems for Continuous District and School Improvement, and to identify and address gaps in the Critical Success Factors
6.		
7.		

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TCDSS - Texas Center for District & School Support will serve as the external provider to the district in the closure process. Additionally, they will provide targeted technical assistance to build the school's capacity for school improvement.

ESC 10 will also be used to assist with professional development offerings to teachers and administrators.

External providers were selected on their proven track record of providing quality and research based strategies for staff and professional development as evidenced by a positive result in student achievement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to administer, collect, and analyze assessments for each of the specified critical success factors. This evaluation specialist, and other E&A staff as needed, will be responsible for monitoring and analyzing all relevant aspects of the grant implementation. The evaluation specialist will ensure all required data collection is being gathered, both through existing data collections and through data collection process that will be implemented for the grant. Additionally, as future priorities and needs arise, the evaluation specialist will determine what additional data is needed.

The evaluation specialist will also be responsible for analysis of collected data in order to produce interpretable results. This type of analysis will include, but is not limited to, relevant statistical calculations to show effectiveness, qualitative analysis and interpretation of data, and compiling data into concise reports for relevant stakeholders. These reports will include analysis, where relevant, of historical trends of the critical success factors in the campus, current evaluation of the grant implementation, where there has and has not been improvement in the campus, and what changes may be needed for additional improvement. The evaluation specialist will be the main author of these reports, but consult with other E&A staff as needed.

In addition to these monitoring activities, the evaluation specialist will hold regular meetings with Federal and State Accountability and relevant campus staff to disseminate information from the evaluation of the grant and help interpret results. The evaluation specialist will also determine what additional information the Turnaround Office needs in order to have a complete and detailed understanding of the grant's implementation and effectiveness, as well as collecting additional data that is need to facilitate improvement. As additional concerns and needs arise, the evaluation specialist will conduct additional evaluations and reports as needed. The E&A department will ensure that the Federal and State Accountability is getting the needed data and support in order to effectively implement and improve the grant during the grant lifetime.

The campus project managers will provide additional reporting as needed or requested by Federal and State Accountability. This could include onsite observation, interview of staff by project managers, and following student academic progress. The Turnaround office will be responsible for all Federal and State reporting of grant implementation and improvement, including evaluations provided by the E&A department. Federal and State Accountability will have the responsibility of using evaluations from the E&A evaluation specialist and campus project managers to adjust the grant implementation as needed to ensure continuous improvement

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sustainability plan will focus on three areas: systemic change, refocusing resources, and researching additional grant funds.

Systemic Change

The Association for Educational Communications and Technology (AECT) Council on Systemic Change states "effective, lasting change must be systemic; that is, it must reflect the interrelationships among education's stakeholders and subsystems. We also understand that it is often neither practical nor necessary to change the entire system at once--only to ensure that its old and new components reinforce rather than undermine one another."

(<http://ide.ed.psu.edu/change/systemic-change-how.htm>). The campus reform and intervention strategies implemented by the grant will be designed to result in systemic changes to address the instructional and managerial needs of the school.

Refocusing Resources

The principal will meet with campus stakeholders and central staff to discuss a strategy to refocus general operating and entitlement resources to support sustaining successful components of the school improvement intervention project.

Researching Grant Funds

The campus and division will work with the district's Special Revenue Funds Department to identify federal, state, and foundation funding to support the project.

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analysis of assessment data toward increased academic performance	1.	Increase percentage of students meeting STAAR ELA standards by 3% in year 1, up to 7% in year 3.
		2.	Increase percentage of students meeting STAAR Math standards by 5% in year 1, up to 10% in year 3.
		3.	
2.	Analysis of resource utilization to explore increased use of quality data to drive instruction	1.	Results of a teacher survey on data usage will show 50% of teachers reporting high rating of incorporating data use into their work in year 1. This rating will increase to 80% by year 3.
		2.	Teachers will log in to Dallas ISD's MyData Portal to access student academic and demographic information to drive instruction at least once per 6 weeks in year 1. This will increase to once per week in year 3.
		3.	
3.	Analysis of campus leadership effectiveness and teacher quality	1.	The campus will improve its percentile rank among district elementary schools in the School Effectiveness Indices, by 10 percentage points by year 3, with demonstrated progress by year 1.
		2.	Results of teacher survey will show 70% of teachers reporting satisfactory rating of school leadership by year 1, with 90% satisfactory rating by year 3.
		3.	Teachers will demonstrate annual progress in improving their percentile ranks among district elementary schools in the Teacher Effectiveness Indices.
4.	Analysis of school climate	1.	The average percentage of student days absent per year will decrease by 3 percentage points in year 1, improving to a 5 percentage point decrease by year 3.
		2.	Results of parent survey will show 60% of parents reporting satisfactory rating of improvements to campus culture by year 1, with 75% satisfactory rating by year 3.
		3.	Interviews with campus staff and climate survey results will reveal improvements in teacher perception of the quality of the school's culture.
5.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to oversee collection and analysis of data relevant to the model's critical success factors. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including process and outcome data. E&A evaluation staff will consult with the Federal and State Accountability, the DCSI, and relevant program management to interpret results as needed to ensure continuous program improvement.

Data collection methods will be composed of the following elements:

- The specialist will use district databases to collect demographic and academic data from students at the specified campus. Academic data will include TAKS performance, STAAR performance, college-readiness indices, indicators of the student's progress toward graduation, and other relevant measures. Due to previous uses by other departments, this academic information is automatically compiled and uploaded into the district's network, which the evaluation specialist will have access to.
- The Evaluation and Accountability department develops and distributes the Classroom and School Effectiveness indices on an annual basis. The campus rates and percentiles will be uploaded into a dataset that the evaluation specialist will have access to.
- The specialists will access the results from the DISD Helping Schools Succeed survey, a measure given to teachers and students annually. This information is entered into a dataset the evaluation specialist will be able to access.
- A report on MyData Portal will be submitted to the evaluation specialist by the technology department monitoring those systems.

Data will be disaggregated in the following manner:

- The evaluation specialist will create reports concerning each critical success factor when the relevant data for each measure is collected. Depending on the particular items, the specialist will create these reports on a semester and annual basis.
- Federal and State Accountability and the Campus Project manager, as well as any other relevant stakeholders will have access to upload reports to a district network location that will be accessible.
- As needed, the evaluation specialists will be available to make necessary presentations to relevant stakeholders.

This data collection and disaggregation process will be continual throughout the implementation of the grant, with regular meetings with Federal and State Accountability and other stakeholders to make sure and other stakeholders have the most current, accurate data and how that data can be used for improvement. In addition, the evaluation specialist will make sure that E&A is collecting the needed data and, if needed, introduce additional data collection procedures that Federal and State Accountability and other stakeholders request.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Select an instructional program such as C-scope that is vertically aligned to the State standards.	08/2014	07/2017 and beyond
			B. Improve achievement in reading by implementing accelerated instructional strategies such as in-school tutoring, using data to set guided reading groups, providing a smooth integration of reading and writing and establishing a well-stocked literacy library.	08/2014	07/2017 and beyond
			C. Improve student achievement in math by implementing accelerated instructional strategies such as an in-school tutoring pull out program, computer adaptive instructional programs and peer tutoring in class.	08/2014	07/2017 and beyond
			D. Use spot observation data to drive professional development around the 4 core instructional priorities for strengthening alignment: standards-based lesson objectives, an aligned demonstration of learning, purposeful instruction and student engagement	08/2014	07/2017 and beyond
			E. Create curriculum maps and common, formative assessments that are standards based and data driven.	08/2014	07/2017 and beyond
		2. Promote the continuous use of student data (such as from formative, interim, and summative	A. Employ additional teacher assistants to support differentiated instruction such as guided reading, writing conferencing, and small-group instruction.	08/2014	07/2017 and beyond

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		assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	B. Allow additional time for vertical planning, professional development and data analysis through an extended day for teachers.	08/2014	07/2017 and beyond
			C. Schedule regular RtI meetings that focus on the essential elements such as research-based instruction and interventions for struggling students, universal screening, progress monitoring, fidelity and evaluation	08/2014	07/2017 and beyond
			D. Employ a full time TAG teacher to provide targeted support for students qualifying for the program.	08/2014	07/2017 and beyond
			E. Integrate technology such as 1:1 devices and digital classrooms in such a way that it aligns with the curriculum and teacher goals and offers students opportunities to use the tools in their learning.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Utilize the PLC/cluster meeting structure to analyze formative data in a way that drives instructional practices, provide impactful student feedback and informs intervention plans.	08/2014	07/2017 and beyond
			B. Organize summer planning events to create curriculum maps and common assessments that are standards-based and data driven.	08/2014	07/2017 and beyond
			C. Use data to identify students at risk or in need of intervention strategies.	08/2014	07/2017 and beyond
			D. Utilize criteria charts and rubrics to gather data from authentic and performance-based assessments.	08/2014	07/2017 and beyond
			E. Create a Student Support Team to facilitate the use of data gathered from RtI strategies provided for struggling students.	08/2014	07/2017 and beyond
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Employ a dedicated Data Coordinator to provide timely data that informs instruction.	08/2014	07/2017 and beyond
			B. Utilize efficient, easy-to-use progress monitoring measures to track the progress of students receiving interventions.	08/2014	07/2017 and beyond
			C. Provide training on using data to identify guided reading groups and small group instruction.	08/2014	07/2017 and beyond
			D. Create a protocol for data conversations that will facilitate the identification of the root cause and move towards actionable next steps in the classroom.	08/2014	07/2017 and beyond

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			E. Create a campus data wall for ongoing progress monitoring, transparency and attention towards data.	08/2014	07/2017 and beyond
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Tamika Barnett</i> <i>Hire date December 2012</i>	08/2014	07/2017 and beyond
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Implement a rigorous evaluation system for principals based on student achievement, school effectiveness indices and school climate.	08/2014	07/2017 and beyond
			B. Schedule midyear checkpoint sessions with the Executive Director to ascertain progress towards the action plan with feedback for improvement.	08/2014	07/2017 and beyond
			C. Provide an Executive Director as the principal coach to strengthen leadership skills, improve instruction, increase student achievement and improve climate and culture.	08/2014	07/2017 and beyond
			D. Attend monthly data meetings with principals within the same grade configuration to share out relevant data and receive suggestions for improvement based on the articulated problem of practice revealed by the data.	08/2014	07/2017 and beyond
			E. Utilize the feeder pattern structure as the Professional Learning Community for principals to encourage collaboration, professional development and feeder pattern pride.	08/2014	07/2017 and beyond
			F. Provide professional development on facilitating feedback conversations with teachers.	08/2014	07/2017 and beyond
			G. Utilize the support visit protocol to gather observation data about teacher implementation of the 4 core	08/2014	07/2017 and beyond

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			instructional strategies (lesson objectives, demonstration of learning, purposeful instruction and student engagement) and use that data to guide next steps in professional development.		
			H. Allow the principal the resource flexibility to create a schedule that supports the needs of students and that provides daily teacher collaborative planning time.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create an incentive plan for principals, teachers, team leads, demonstration teachers and instructional coaches based on student achievement and leadership beyond the classroom.	08/2014	07/2017 and beyond
			B. Establish a leadership pathway that invites career teachers to see instructional leadership as a career option including: career teachers, team leaders, demonstration teachers and instructional coaches	08/2014	07/2017 and beyond
			C. Provide a stipend for team leaders, demonstration teachers and instructional coaches.	08/2014	07/2017 and beyond
			D. Identify conferences and workshops aligned with campus needs and provide these learning opportunities to school leaders,	08/2014	07/2017 and beyond

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		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Allow the principals the resource flexibility for daily teacher collaborative planning time.	08/2014	07/2017 and beyond
			B. Schedule a comprehensive after school program that provides a balance of intervention, acceleration and enrichment.	08/2014	07/2017 and beyond
			C. Allow the principal the resource flexibility to hire additional teachers to decrease class sizes.	08/2014	07/2017 and beyond
			D. Employ an additional Assistant Principal to ensure sufficient instructional coaching for teachers, improve discipline management for students and positively impact climate and culture for the school community.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Establish an extended day program that provides academic support as well as enrichment opportunities for students.	08/2014	07/2017 and beyond
			B. Ensure that the neediest students are assigned to the most effective teachers.	08/2014	07/2017 and beyond
			C. Provide transportation for students who attend the extended day program.	08/2014	07/2017 and beyond
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Implement a transition summer camp for rising 1 st , 2 nd and 3 rd graders to provide early exposure to content so as to ensure that all students are reading on grade level by the end of 3 rd grade.	08/2014	07/2017 and beyond
			B. Partner with a community organizations and consultants such as Reading Partners to provide in- school tutoring.	08/2014	07/2017 and beyond
			C. Create summer enrichment camps as well as STAAR Camps for acceleration.	08/2014	07/2017 and beyond
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, physical education, service learning, and experiential/work based learning opportunities that are provided by partnering, as appropriate, with other	A. Plan field trips to enhance the instructional program, and to expose students to college campuses.	08/2014	07/2017 and beyond
			B. Partner with community organizations such as St. Simons and Big Thought to provide enrichment and leadership opportunities during the extended day program.	08/2014	07/2017 and beyond
			C. Provide students access to trained college tutors during AVID after school program and replicate AVID tutoring strategies	08/2014	07/2017 and beyond

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		organizations.	school wide.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Schedule an extended day for teachers to allow for daily collaboration through PLCs or to take part in school wide professional development.	08/2014	07/2017 and beyond
			B. Create a schedule that allows for an extended planning period during the school day.	08/2014	07/2017 and beyond
			C. Engage teachers in summer planning events to create curriculum documents and to provide input into the campus action plan.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	08/2014	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Employ a full time attendance clerk to track student attendance and provide access to interventions for those families who struggle with attendance.	08/2014	07/2017 and beyond
			B. Schedule extended library hours during PTA, parent conference nights and during the summer to improve literacy skills.	08/2014	07/2017 and beyond
			C. Plan Showcase nights where students present their new learning to parents for each of the content areas.	08/2014	07/2017 and beyond
			D. Partner with a community program such as Concilio to offer ongoing parenting workshops.	08/2014	07/2017 and beyond
			E. Increase communication to parents through the use of calling systems, parent portal,	08/2014	07/2017 and beyond

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			calendars and newsletters.		
		2. Provide ongoing mechanisms for community engagement	A. Employ a Community liaison to strengthen the school's presence and involvement in the community.	08/2014	07/2017 and beyond
			B. Offer GED courses and other training programs for parents and the community.	08/2015	07/2017 and beyond
			C. Create a parent center to host workshops and to house resources for parents.	08/2014	07/2017 and beyond
			D. Invite faith-based organizations to serve as mentors and volunteers.	08/2014	07/2017 and beyond
			E. Work with community partners to enhance service learning opportunities for students.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Partner with TCDSS and Region 10 to receive technical support and professional development.	08/2014	07/2017 and beyond
			B. Employ additional counselor and/or social workers to better provide for the student's needs and to decrease the counselor to student ratio.	08/2014	07/2017 and beyond
			C. Utilize a positive behavior support model (PBIS/Safe and Civil Schools) to reduce the number of discipline referrals and tardy rates, increase attendance rates and improve the perception of increased safety and civility.	08/2015	07/2017 and beyond
			D. Provide attendance and behavioral incentives during each 6 week period.	08/2014	07/2017 and beyond
			E. Train the staff on culturally responsive teaching strategies to increase student engagement.	08/2014	07/2017 and beyond

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may	A. Implement a teacher evaluation system which defines excellence through a comprehensive rubric, supports excellence through differentiated professional development and rewards excellence based on professional growth and the impact on student learning.	08/2014	07/2017 and beyond
			B. Implement a comprehensive approach to improving instruction based on direct support from content experts, demonstration lessons, team teaching and observation and feedback.	08/2014	07/2017 and beyond
			C. Conduct professional goal-setting conferences with each teacher and progress monitor those goals at the middle and end of the school year.	08/2014	07/2017 and beyond
			D. Use video to reflect on classroom instruction and to support the feedback conversations for improved teaching and learning.	08/2014	07/2017 and beyond
			E. Conduct 12 spot observations per year on each teacher, and track the trend data to determine professional development needs.	08/2014	07/2017 and beyond
			F. Utilize the Professional Learning Community structure to encourage collaboration around teaching and learning.	08/2014	07/2017 and beyond
			G. Administer a professional development needs assessment to be completed by each individual teacher twice per year.	08/2014	07/2017 and beyond

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		also include other measures that are rigorous and comparable across classrooms.	H. Create a system of ongoing observation and feedback with a calendared plan to close the feedback loop for a cycle of continuous improvement.	08/2014	07/2017 and beyond
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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Employ team leads, demonstration teachers and instructional coaches to support instruction and allow for teacher-to-teacher demonstration lessons, team teaching and PLC collaboration.	08/2014	07/2017 and beyond
			B. Organize tiered professional development based on observation data and the 4 core instructional priorities: lesson objectives, demonstration of learning, purposeful instruction and student engagement.	08/2014	07/2017 and beyond
			C. Provide funding for teacher certification and advanced degrees and degree opportunities for teacher assistants and teachers as a recruitment and retention strategy.	08/2014	07/2017 and beyond
			D. Develop professional growth plans for teachers who struggle, and embed targeted support that includes more frequent observations with immediate feedback and follow up.	08/2014	07/2017 and beyond
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to	A. Work with vertical teams to establish a common vision of what "good looks like" for each content area through the creation of content instructional rubrics	08/2014	07/2017 and beyond
			B. Schedule content based "Focus Walks" to determine professional development needs with a specific content area.	08/2014	07/2017 and beyond
			C. Schedule exemplar visits for classrooms at other campuses to strengthen the school's vision of what "good looks like."	08/2014	07/2017 and beyond
			D. Reward teachers who have implemented campus-based professional development initiatives as "model classroom" door plaques for the concept	08/2014	07/2017 and beyond

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		ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	being implemented with fidelity.		
			E. Provide staff development on effective lesson design and delivery	08/2014	07/2017 and beyond
			F. Provide lab-style summer professional development for each content area to ensure application of the skills being taught.	08/2014	07/2017 and beyond

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905142

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Implement a rigorous teacher evaluation system as a means for rewarding teachers who improve student achievement and strengthen the teaching profession.	08/2014	07/2017 and beyond
			B. Allow opportunities for teacher advancement through multiple career paths on campus (team lead, demo teacher, instructional coach).	08/2014	07/2017 and beyond
			C. Implement an incentive plan aimed at recruiting high quality teachers and staff members to the campus that includes a signing bonus for new teachers and staff members.	08/2014	07/2017 and beyond
			D. Implement an incentive plan aimed at retaining high quality teachers and staff members that includes annual stipends connected to attendance and additional professional development requirements.	08/2014	07/2017 and beyond

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal and State Accountability, the DCSI, and representatives from various departments within central administration will work together to ensure that the campus has the coordinated support necessary to fully and effectively implement the school intervention initiative:

School Leadership and Administrative Support and Teaching and Learning Divisions

The two primary divisions responsible for working with the campuses to implement the model that will increase overall student performance, as well as improve the management and effectiveness of the school. The divisions will assist the campuses in achieving the milestones of the initiative: 1) improve academic performance, 2) increase teacher quality, 3) improve school climate, 4) increase leadership effectiveness, 5) increase use of quality data to drive instruction, 6) increase parent/community involvement, 7) increase learning time.

Evaluation and Accountability

The department will provide objective and valid information for monitoring, assessing, evaluating, and reporting progress of the school intervention initiative. Assist campuses to collect data to use to track progress toward the Critical Success Factors (CSF) and milestones and provide assistance in submitting the Quarterly Implementation Reports (QIR) and other reporting requirements.

Special Revenue Funds Management

Provide financial oversight of grant-funded activities (including but not limited to): assisting with budget preparation and Oracle upload; processing amendments and budget transfers that comply with grant regulations; approving and monitoring financial transactions. Provide overall compliance monitoring (including but not limited to): maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the grant; coordinating formal agency audits or interim reviews by TEA and/or its designate; providing support and guidance to campus and LEA TTIPS team for the effective administration and financial management of grant funds.

Grants Accounting

Ensure compliance with required accounting procedures (including but not limited to): requesting funds through the automated payment request system (draw-downs); preparing and submitting written expenditure reports per TEA guidelines; maintaining auditable documentation of all grant expenditures.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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